

4 month reporting date 6/24/06 Received 6/13/06
8 month reporting date 10/24/06
12 month completion date __/__/__

Wood School District Improvement Plan/Progress Report Form

Scheduled Date of Completion:

Principle 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04:02. Determination of needed evaluation data

As part of an evaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall: review existing evaluation data on the child, including evaluations and information provided by the parents of the child; current classroom-based assessments and observations; and observations by teachers and related services providers.

File reviews completed by the team indicated parental input into the evaluation process was not documented. Staff interview concluded they were not familiar with this requirement.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Parents will be given the opportunity to provide input into the evaluation planning process.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All student evaluations conducted will include documentation of parental input.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

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<p>1. What will the district do to improve? Parental input will be a part of the evaluation process, staff will document the parents input regarding evaluation on the prior notice. A parent input form will also be sent to parents. If parental input form is not returned, the district will document on the PN all attempts (via telephone, email, or in person) to gain parental input.</p> <p>What data will be given to SEP to verify this objective? One special education teacher will spot check two student files from each special education teacher who has conducted an initial or reevaluation assessment, to verify parental input into the evaluation process has been obtained. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>June 24, 2006</p> <p>Tyrone Andrews</p> <p>Lynn Baker</p>		<p>(completed by SEP)</p> <p>Goal Met June 13, 2006</p>
<p>Please explain the data (4 month) The district sends a parental input form with the initial evaluation and/or the 3 year evaluation. Parents are contacted via phone, email, or in person their input into the evaluation process is documented on the prior notice form. In (2 of 2) files</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle 3 – Appropriate Evaluation

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04.7-8 Evaluation procedures

The district is required to ensure, at a minimum, that evaluation procedures include the following: a child is assessed in all areas related to the suspected disability, including as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

In one of two initial evaluations completed in November 2005, the monitoring team did not find documentation to support the student was assessed in all areas related to the suspected disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that children are properly assessed in all areas related to the suspected disability.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All children referred for special education service will be evaluated in all areas of the suspected disability

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The Special education director will check new referral/evaluation and all 3-year re-evaluations to see that a comprehensive evaluation was given and documented to determine eligibility. What data will be given to SEP to verify this objective? The Special education director will send SEP the number of files checked (initials and re-evaluations) and the number done correctly.	June 24, 2006		Collect information for 8 month submission.

Please explain the data (4 month)

The district has not had a new referral since the onsite review.

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Please explain the data (8 month)

Please explain the data (12 month)

Principle 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
ARSD 24:05:25:04 Evaluation Procedures - 300.301 Initial Evaluations.
 Within 60 days of receiving parent consent for initial evaluation the district must have made the determination of eligibility for special education services, developed the individual education program and determined placement of services. In two student files reviewed by the monitoring team, the sixty-day timeline was not adhered to by the district.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
 All initial evaluations will be completed within 60 days of receiving parent consent for initial evaluation the district must have made the determination of eligibility for special education services.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

 Students initially referred for evaluations will have the evaluation completed and have determination of eligibility made for special education services within 60 days of the district receiving parent consent.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The special education director will check files of students initially referred for evaluation completed and determination of eligibility for special education services within 60 days of receipt of parent consent. What data will be given to SEP to verify this objective? The district will report the number of files of students initially referred and the number that meet the 60 day requirement.	June 24, 2006		Check back at 8 month submission.

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Please explain the data (4 month) No new referrals since the onsite review. Assurance Statement Upon the receipt of the initial referral, the district assures completion of a referral form placed in the file and the 60 day timeline requirement will be met.

Please explain the data (8 month)

Please explain the data (12 month)

Principle 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:24.01:11 Mental retardation

Mental retardation is significantly below-average intellectual functioning existing concurrently with deficits in adaptive behavior and is generally manifested before age eighteen. The required evaluative components for identifying a student with mental retardation are as follows:

- (1) General intellectual functioning two standard deviations or more below the mean as determined in accordance with §24:05:25:04;
- (2) Exhibits deficits in adaptive behavior which are commensurate with the level of intellectual functioning as determined by an individual evaluation in accordance with §24:05:25:04; and
- (3) Evidence on an individually administered test of academic or pre-academic skills that are commensurate with intellectual functioning.

A student file review completed by the monitoring team indicated an initial evaluation was completed in November 2005. Documentation was not found to support the student's disability condition of mental retardation. Evidence on an individually administered achievement test was not commensurate with the student's intellectual functioning. The district must reconvene this student's IEP committee and determine what if any additional evaluation data is needed to determine appropriate eligibility for special education or special education and related services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will follow the state's eligibility criteria when determining whether or not a student qualifies for special education services.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

When a student is determine eligible in the area of mental retardation, evaluation information will support the eligibility criteria.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? <i>The district will reconvene the student's IEP committee and revisit eligibility for special education or special education and related services.</i></p> <p>What data will be given to SEP to verify this objective? <i>The district will submit a copy of the student's multidisciplinary report, which should document the outcome of the meeting.</i></p>	<p>As soon as possible No later then June 24, 2006</p>		<p>Goal Met June 13, 2006</p>
Please explain the data (4 month) Meeting was held and appropriate eligibility was selected.			
Please explain the data (8 month)			
Please explain the data (12 month)			

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:0 Criteria for determining the existence of a learning disability

The individual education planning (IEP) team may determine that a student is a student with a learning disability when the child's evaluation results display a severe discrepancy between achievement and intellectual ability in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematics calculation, or mathematics reasoning.

In three of four files reviewed by the monitoring team, it was determined there is not sufficient evidence to support the student's disability of specific learning disability (SLD). In one student file, there was no multi-disciplinary team (MDT) report found. In the other two student files, the MDT reports lacked documented information to determine SLD (i.e. ability and achievement scores, basis of the determination and classroom behavior).

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will appropriately identify students with disabilities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a student is identified with a disability, documentation will support the disability category.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

1. What will the district do to improve? [The district will reconvene each student's IEP committee and revisit eligibility for special education or special education and related services.](#)

What data will be given to SEP to verify this objective? [The district will submit a copy of each student's multidisciplinary report, which should document the outcome of the meeting.](#)

Timeline for Completion

As soon as possible
No later than
June 24, 2006

Person(s) Responsible

Record Date Objective was Completed

Look forward to receiving the information.

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Please explain the data (4 month)

Meetings have been scheduled for September and October and will be completed no later than the 8 month report date of 10-24-2006.

Please explain the data (8 month)

Please explain the data (12 month)

Principle 4 – Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:04. Prior notice and parent consent

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.

Consent was not obtained for evaluations administered to students in three of four files reviewed by the monitoring team. For example, a social behavior evaluation was administered but was not included on the prior notice/consent signed by the parent, and an adaptive behavior evaluation was administered without prior notice/consent from the parents. In addition, prior notice/consent was not found in one file for the student's most recent evaluation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will obtain written parental consent before conducting a first-time evaluation, and reevaluation.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All first-time student evaluations, and reevaluations conducted by the district will have written parental consent prior to conducting the evaluations.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The special education director will ensure parental consent is obtained for all evaluations administrated.</p> <p>What data will be given to SEP to verify this objective? The special education director will spot check two student files from each special education teacher who has conducted an initial or reevaluation assessment, to verify parental consent for all evaluations administrated. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	June 24, 2006		Look forward to receiving the information.
<p>Please explain the data (4 month) The district assures prior notice consent will be obtained and include in the student file. A reevaluation is due in September and the results will reported no later than 10-24-2006.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle 5 – Individualized Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

Present level of performance

A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process.

In files reviewed, present levels of performance (PLOP) did not consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum and parent input). File reviews indicated a need to improve functional assessments to acquire the skill-based information to develop present levels of performance for students eligible for special education services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that student's IEP (present levels of performances) contain required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Student's IEP (present levels of performance) will address specific skill area(s) affected by the student's disability, to include strengths, needs or their involvement in the general curriculum and parental input.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

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Completed**

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<p>1. What will the district do to improve? All IEP's will have the required content in the "Present Levels of Performance". Each special education teacher and or therapist will develop a PLOP for each skill area they address on an IEP. It will state the specific skill affected by the student's disability, it will include the student's strength(s) and needs in the specific skill, and how the disability affects the student's involvement and progress in the general curriculum or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities. It will also include input from the parent.</p> <p>What data will be given to SEP to verify this objective? The district special education director will spot check two student IEPs from each special education teacher for PLOP content requirements. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>June 24, 2006</p> <p>Tyron Andrews Lynn Baker</p>		<p>(completed by SEP)</p> <p>Goal Met June 13, 2006</p>
Please explain the data (4 month) In the two files reviewed 2 of 2 PLOP include all the stated components.			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle 5 – Individualized Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03(1) Content of individualized education program (IEP) and

ARSD 24:05:27:13.02 Transition Services

Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Through file reviews and interview with staff, the review team concluded transition assessments are completed; however, the information was not documented in student's present level of performance (PLOP). The present levels of performance for the five transition areas (employment, independent living, community participation, adult services and post secondary) should be based upon the functional assessment information. The present levels of performance lacked the student's strengths, weakness/needs regarding school to secondary activities.

Transition services and activities need to be utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living. Although file reviews indicate improvement in developing a written plan on how the students would meet their postsecondary outcomes, the district needs to improve the coordination of the activities with the assessments, which are completed for transition. The student's IEP did not have a coordinated set of activities, which addressed the individual student's needs.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure students in need of transition services, have within their IEP an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance will contain the student's transition strengths and needs based upon evaluation. Based on the student's IEP PLOP for transition the district will address appropriate activities/services, person responsible or initiation dates which would promote movement to adulthood.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students in need of transition services will have it addressed on their IEP.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The district will hold an in-service for appropriate special education staff to review and discuss transition issues. What data will be given to SEP to verify this objective? The district will submit to SEP the date of the meetings, list of people in attendances and summary of outcome(s).	June 24, 2006		Goal Met June 13, 2006
Please explain the data (4 month) An in-service was held April 12, 2006. All district staff attended and in addition, substitute teachers were included. The district staff attending were Mary Elder, principal, Teresa Lincoln, Tim Lincoln, Lisa Vesely, Patricia Clausen, and Tammy Jo Schlechter, classroom teachers. Special Education substitutes attending were Shawn Tuttle and Carol Simkins. Substitute teachers attending were Sheri Dimond and Lois Dimond. Special Education teacher attending was Barb Boltjes.			
Please explain the data (8 month)			
Please explain the data (12 month)			

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<p>2. What will the district do to improve? All IEPs of students 16 and older will provide transition services including life outcomes and course of study. Students 16 or younger if needed will show a summary of the student's present levels of performance in the area of transition, and all five areas will have documentation of being addressed at all meetings. Assessment results will be used to determine activities needed to achieve the student's post-school goals. What data will be given to SEP to verify this objective? The special education director will check all IEPs of students 16 and older for transition services. The number of files checked and the percent containing transition activities will be reported to the SEP.</p>	<p>June 24, 2006</p>		<p>Check back at 8 month submission.</p>
<p>Please explain the data (4 month) The district assures transition evaluation and transition will be provided prior to students 16th birthday. The Wood School District is a K-8 school so rarely has an identified student age 16.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - (b) Meet each of the student's other educational needs that result from the student's disability;

ARSD 24:05:24.01:01. Students with disabilities defined. Students with disabilities are students evaluated in accordance with chapter 24:05:25 as having autism, deaf-blindness, deafness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, or visual impairments including blindness, which adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services. If it is determined through an appropriate evaluation, under chapter 24:05:25, that a student has one of the disabilities identified in this chapter, but only needs a related service and not special education; the student is not a student with a disability under this article. If consistent with this chapter, the related service required by the student is considered special education; the student is a student with a disability under this article.

A student was identified as specific learning disabled on child count in the area of math. The student's IEP does not contain math goals designed to address the educational needs due to the disability. The student's goals are in reading and writing.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all students in need of special education services have appropriate goals on their IEP which reflect the evaluation.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students in need of special education services will have appropriate goals on their IEP to reflect their evaluation needs.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? The district will train staff in the special education process. The training will be held on April 12, 2006 from 9-12:00. The training will include administrators, special education teacher and paraprofessional.</p> <p>2. The district will employ a certified special education teacher to assure the process is being implemented. What data will be given to SEP to verify this objective?</p> <p>1. The district will submit an agenda of the training and a list of persons who attended the training.</p>	<p>June 24, 2006</p>		<p>(completed by SEP) Goal Met June 13,2006</p>
<p>Please explain the data (4 month) The district held a special education process training session on April 12, 2006 which included administration, classroom teachers, paraprofessionals, and a special education teacher.</p> <p>The district is in the process of hiring a special education teacher who will be solely dedicated to the district.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle 5 – Individualized Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors

In developing, reviewing, and revising each student's IEP the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the student's performance on any general state or district-wide assessment program. The individualized education program team also shall: In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports, to address that behavior.

In four out of five student files reviewed, behavioral assessment and/or present levels of performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEPs for these students, the team checked "no," that the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When a student's behavior impacts his/her educational performance the district will ensure a behavior intervention plan is written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who whose behavior impacts his/her educational performance will have a behavior intervention plan written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

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<p>What will the district do to improve? When a student's behavior impacts his/her educational performance the district will write a behavior intervention plan, which addresses strategies, including positive behavioral interventions and supports to address the behaviors.</p> <p>What data will be given to SEP to verify this objective? All student IEPs with behavior concerns will be checked by the special education director. The total number of IEPs reviewed and the number of IEPs with behavior concerns that were addressed appropriately under the Consideration of Special Factor section will be submitted to the SEP.</p>	June 24, 2006		Goal Met June 13, 2006
Please explain the data (4 month) In the review of one student file (the only one with behavior concerns) positive behavioral interventions were addressed and written into the IEP under Consideration of Special Factors.			
Please explain the data (8 month)			
Please explain the data (12 month)			

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:31:01. Applicability. and ARSD 24:05:27:01.01. IEP team.

The provisions of this chapter only apply to eligible children who are or have been placed in or referred to a private school or facility by a school district as a means of providing special education or special education and related services.

A student's IEP team must include a representative of the school district who: is qualified to provide or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities; is knowledgeable about the general curriculum; and is knowledgeable about the availability of resources of the school district.

Through two file reviews and staff interviews, the monitoring team determined that a district representative does not participate in IEP meetings held for 9-12 grade students placed in a contracted school district as a means of providing special education or special education and related services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

A district representative will participate in all IEP meetings held for students grades 9-12 placed in contracted school district.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels

All students grades 9-12 placed in contracted school district who have a disability will have a district representative participate in their IEP meetings.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

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<p>1. What will the district do to improve? The district will obtain the special education files for students 9-12 who attend school in a contracted school district. A district representative will attend and participate in their IEP meetings. What data will be given to SEP to verify this objective? The district assures the files will be in the home district by June, 24, 2006. The district will report the number of students in contracted districts and how many in each district. The special education director will report the number of meetings held each quarter and administrator attendance at each meeting.</p>	<p>June 24, 2006</p>		<p>Continue to collect required information and report back at 8 month submission.</p>
<p>Please explain the data (4 month) The files of students grades 9-12 are on file in the district's special education files. The district will continue to keep records of all 9-12 students.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			